DOCUMENT RESUME

ED 048 054 SO 000 675

TITLE	Social Studies K-3: A Recommended Program.
INSTITUTION	New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
PUB DATE	69
NOTE	64p.
AVAILABLE FROM	New York State ERIC Service, State Education Department, Room 468 EBA, Albany, New York 12224 (Microfiche Only, Free)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	American Culture, *Area Studies, Citizenship, *Community Study, Concept Teaching, *Cross Cultural Studies, Discussion (Teaching Technique), Elementary Grades, Environmental Education, Geography Instruction, Grade 1, Grade 2, Grade 3, Inductive Methods, Kindergarten, Problem Solving, *Social Studies Units, *Teaching Guides

ABSTRACT

The social studies program seeks to highlight and interpret basic ideas and understandings drawn from anthropology, economics, geography, history, political science, and sociology as to the organization of communities. It places paramount importance on the building of attitudes which support the American way of life, and the development of patriotism based upon a knowledge and appreciation of our heritage. It concentrates on the building of effective citizenship as a member of home, school, and community groups. It seeks to build a maximum level of competence in specialized reading skills, the effective use of reference materials, using maps and the globe, and understanding and using graphic representation of information and ideas. Attainment involves developing the cognitive process and skills, and the affective domain. This guide includes a series of questions for class discussion which are intended to encourage an inductive or problem-solving approach. Kindergarten and grade 1 are devoted to local environment studies; grade 2 and grade 3 concentrate on local communities, then other geographic regions of the United States and neighboring countries: desert, northern forest, tropical rainforest, mountain, and praries farming communities. SO 000 672 lists other units in the program. (SBE)

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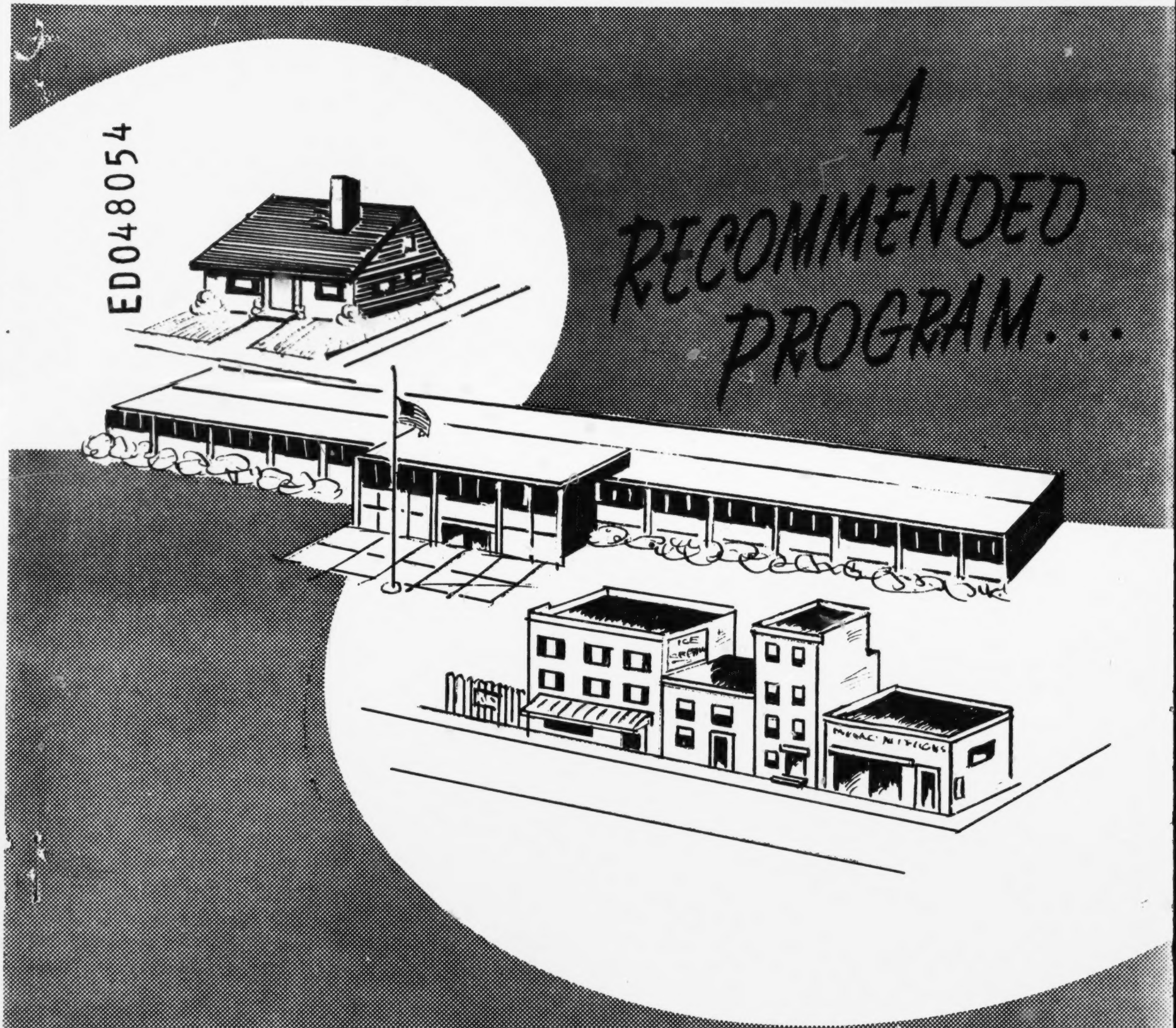
SOCIAL STUDIES

K-3

A RECOMMENDED PROGRAM . . .



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THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT

BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT 1969

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SOCIAL STUDIES K-3

A recommended program

THE UNIVERSITY OF THE STATE OF NEW YORK
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT
ALBANY - 1969
(REPRINT-1970)

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FOREWORD

The formal tryout period for the K-3 social studies experimental outline has been completed and the approximately 200 schools have sent their evaluation reports to the Elementary Curriculum Bureau. In all, over 1000 separate reports were received and studied. Some were the work of individual teachers, while others were compiled by groups of teachers. It can be estimated that several thousand classroom teachers, along with many principals and supervisors, actively participated in the process of evaluating the experimental outline.

Careful reading of these evaluation reports has led to the major conclusion that the experimental outline was very favorably received. The great majority of the teachers responding approved of the grade by grade sequence of topics and they liked the new, multidisciplinary organization and the emphasis on understandings rather than details. Very few teacher evaluators indicated any desire for major changes, thus the outline has been only slightly revised.

The Elementary Curriculum Bureau wishes to express its appreciation to Lorraine Lilly of the North Rockland School District. It was Mrs. Lilly who carefully read each evaluation report and who prepared a summary report of the reactions of the thousands of teachers who participated in the tryout of the experimental program.

The original K-3 Social Studies: An Experimental Outline, was prepared by a writing team consisting of Katherine Fitzgerald of the New York City Schools and Marie Schilling of the North Colonie Central Schools. Consultative help was given by John Dority and Helena Whittaker of the Department's Bureau of Social Studies Education; by Lawrence Douglas of the Maxwell School of Citizenship, Syracuse University; by Mary Burke Apps, formerly of the Scotia Glenville Schools; and by David Heal of the State University Center at Albany.

The experimental outline and the present revised version were prepared for press by Howard Yates of the Bureau's staff.

William E. Young, Director
Curriculum Development Center

Robert H. Johnstone, Chief
Bureau of Elementary
Curriculum Development

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Introduction

A basic purpose of education is the creation of an informed citizenry. Within this broad framework, it is the specific function of the social studies to help children and young adults to become informed about, and to understand, their own and other cultures. Thus the social studies program seeks to highlight and interpret basic ideas and understandings drawn from the disciplines of anthropology, economics, geography, history, political science, and sociology.

This program also places paramount importance on the building of attitudes which support the American way of life. Throughout the 13 years of school, the basic aims and ideals of American society are highlighted to build an emotional as well as intellectual commitment to the principles for which we stand as a Nation. The program seeks to develop a deep and abiding patriotism based upon a knowledge and appreciation of our heritage, the freedoms that we enjoy, and the sacrifices made by many peoples over the years to gain and to defend these freedoms.

The social studies program further seeks to build and maintain a maximum level of competence in those skills which are essential to the understanding of materials drawn from the various disciplines. This would include specialized reading skills, the effective use of reference materials, using maps and the globe, and understanding and using graphic representation of information and ideas. All these are taught as an integral part of the social studies program.

In large part, the attaining of goals in the social studies involves developing the cognitive process and skills of children, but there is also an affective or behavioral domain to be considered. It is particularly true in the early years of schooling that patterns of individual behavior in a group situation must be established. Thus an important aspect of the primary grade social studies program is the concentration on the building of positive and effective citizenship as a member of home, school, and community groups. This topic has been given expanded treatment in the Department publication, Respect for Rules and Laws (a K-2 Teaching System).

With these goals in mind, both in the cognitive and the affective domains, the social studies recommendations of the State Education Department have been revised and are being presented to the schools in this outline for grades K through 3.

Using the Outline

Examination of the course of study which follows will indicate that it is "new" in three respects: (1) it includes new content; (2) it is interdisciplinary in organization; and (3) it includes a series of questions which are intended to encourage an inductive or problem-solving approach to the teaching of social studies.

It is suggested that the statements of important understandings, which are used as the vehicle for the presentation of content, be considered as

the desired outcomes of the program. If the children remember any significant part of this material, they will have come a long way toward being informed about and understanding their own and other cultures.

Since this program is designed to help children develop understandings as to how and why people live as they do in our own and other cultures, a change from the traditional methodology would seem to be indicated. In the past, emphasis has been placed largely upon the memorization of facts and details - the "who, what, where, and when" - aspects of the program. Today it seems much more appropriate to concentrate upon teaching children to think and to learn, through a cognitive process, the important understandings in the course of study.

This is not to say that facts and details are completely irrelevant and should be discarded altogether. Ideas and understandings must rightly be based upon information. What is important is that there be a shift in emphasis so that the facts and details cease to be ends in themselves but are used to contribute to and reinforce the development of the process of thinking which leads to understanding of the many significant ideas, drawn from the social sciences, upon which this program is built.

Evaluation

Since the intent in a modern social studies program is to help the children develop understandings as to how and why people live as they do in our own and other cultures, evaluation procedures should be aimed at finding out whether such understandings are actually a part of each child's mental equipment. This would indicate that traditional testing methods, based upon recall of specific details, would no longer be adequate.

It is suggested instead that teachers use much classroom discussion, giving all children a chance to demonstrate the extent to which they are using cognitive skills in selecting appropriate information, expressing ideas based upon cause and effect relationships, and thinking through to the answers to problem questions. This can also be done by having the children write short answers to essay questions which will call for real thinking on their part. It is probably true that, as of now, most elementary children cannot do well in writing essay answers, but this situation can be remedied by teaching and by practice. As early as the first and second grades, they should be taught to write one and two sentence answers to simple questions. Such instruction, continued through the grades, should help most children develop the ability to write succinct, cogent essay answers in the later elementary years.

Perhaps it would be of help to many teachers to use some sort of a check list to evaluate pupil progress both in developing understandings and the skills needed to do well in the social studies program. Included here are two sample charts adapted from one of the Bureau's Teaching Systems bulletins.

PUPIL SELF-EVALUATION CHART

Name-	I do this well	I am improving	I need to do better
I know how to use reference materials.			
I find and bring in material to help the class.			
I take part in committee work and class discussion.			
I listen to and learn from the work of others.			
My graphs, charts, and maps are neat and accurate.			
I check my information to be sure it is correct, and can show where I found it.			
I keep my work well organized.			
I share ideas and information with others.			

TEACHER'S EVALUATION CHART

Child's Name -	Outstanding	Satisfactory	Needs Improvement
Showed interest in his work			
Contributed to class discussion			
Used reference material			
Organized information			
Interpreted pictures, graphs, maps, cartoons, etc.			
Assumed responsibility in committee work			
Applied problem-solving methods in arriving at understandings			

KINDERGARTEN

Overview

Local Environment Studies

The early years of the social studies program deal with those aspects of our culture with which the child is in close contact. The family and the school environment might well be stressed in the Kindergarten.

The role of the family as the basic unit of our society should be considered. The role of the various family members will be discussed, particularly the work and responsibilities of mothers and fathers, and the part that children can play as cooperating, helpful members of the family group.

The economic role of the family in providing food, clothing, and shelter should be emphasized to bring out the fact that the family is the basic consuming unit in our economy. Children are encouraged to discover that most of the goods and services produced by our economy are intended for family consumption.

For purposes of intercultural understanding, the social and economic role of a family in one other culture might be studied.

The school might be studied both from the standpoint of orienting children to the school environment and that of emphasizing the importance of schools and education in our way of life.

Basic map and globe skills should be introduced as children learn the cardinal directions and make pictures and block maps of the classroom.

The development of patriotic citizenship and the observance of American traditions are begun with the daily Pledge of Allegiance. During this year, children study, and/or celebrate the following days: Columbus Day, Halloween, Veterans Day, Thanksgiving, Christmas and Hannukah, Valentine's Day, Easter, Arbor Day, Memorial Day, and Flag Day.

SOCIAL ORGANIZATION

1. The family is the basic unit of our own and most other societies.

   . Most people live in family groups.

   . Most families are made up of a father, a mother, and children (the nuclear family).

   . Other family members (the extended family) are grandparents, aunts, uncles, and cousins.

   . Families in other lands are similar to our own though they may have different customs.

   Discussion Questions

   . Why do people live in family groups?

   . Who takes care of you?

   . How can you show your appreciation to your mother and father?

   . In what way is your family like those in other lands?

   . In what way is it different?

2. All children attend school in our society.

   . Most children attend public schools.

   . There are church and private schools which some children attend.

   . Schools are staffed by teachers, administrators, custodians, cafeteria workers, nurses, and secretaries.

   . Schools teach children many of the things they need to know to become good citizens.

   Discussion Questions

   . Why do children attend school?

   . Why do some children attend church and private schools?

   . How do the people who work in our school help us?

   . How can we help them?

ECONOMIC ORGANIZATION

1. The family is the basic consuming unit in our economy.

- All people need food, clothing, and shelter.
- Families provide these necessities for their members.
- Families must have a source of income so that they will have the money to buy things they need.
- The money that families spend on goods and services provides sources of income or jobs for members of other families.

Discussion Questions

- What are the necessities of life?
- Why must all people have food, clothing, and shelter?
- Why do we have to pay money for many of the things we need?
- How does the money your family spends help other families?

2. Family jobs and responsibilities are divided among family members.
   - Most fathers, and many mothers, have jobs outside the home.
   - Usually they are paid money (called wages or salary) for this work.
   - This is where the money comes from to buy the necessities of life.
   - Within the home, mothers are usually responsible for preparing meals and keeping house.
   - Fathers often help in doing dishes, cleaning, and other household tasks.
   - Children help by doing such things as setting the table and picking up their own toys.

   Discussion Questions

   - Why does your father and/or mother work outside the home?
   - Do all fathers and/or mothers work at the same kind of jobs?
   - Why do we need people working at many different jobs?
   - Why do we have division of labor within the home?
   - Why should children help with household tasks?

POLITICAL ORGANIZATION

1. There are certain rules and laws which must be observed for the common good.

    . There are rules and laws to be followed going to and from school.

    . There are rules and laws in school and on the playground.

    Discussion Questions

    . Why must we have rules in the streets, in the school, and on the playground?

    . What might happen if we had no rules and everybody did as he pleased?

    . Whose job is it to see that these rules are followed?

GEOGRAPHY

1. The globe is a model of the earth.

    . The earth is nearly round, almost like a ball.

    . The round model of our earth is called a globe.

    . Land and water areas are shown in different colors on the globe. The blue is water.

    Discussion Questions

    . What is a model? Can you think of other models that you have seen, such as those of cars, planes, and boats?

    . Why do we have a model of the earth in our classroom? What can we learn from it?

2. A map is a picture or a diagram of a place.

    . The classroom can be shown by making a diagram using blocks.

    . A map or diagram is usually smaller than the place being pictured.

    . Maps usually show directions. The cardinal directions for the classroom map or diagram can be determined by noting where the sun rises and sets in relation to the classroom.

    Discussion Questions

    . Why would people need or want to use maps or diagrams?

    . How can the directions east, west, north, and south be determined?

BUILDING PATRIOTIC CITIZENSHIP

1. The Pledge of Allegiance is a commitment of loyalty and devotion to our country.

   . The Flag is the symbol of our country.

   . The Pledge of Allegiance means "I promise my country, with God's help, to be a good citizen."

   . A citizen is any person born in this country or one who comes to this country and is naturalized.

2. Celebrating holidays and festivals helps us to understand the story of our country.

   . The story of Thanksgiving is an important part of our history.

   . Other holidays to celebrate are Columbus Day, Halloween, Veterans Day, Christmas and Hannukah, Lincoln's and Washington's Birthdays, Valentine's Day, Easter, Arbor Day, Memorial Day, and Flag Day.

GRADE 1

Overview

Local Environment Studies

This year the program might be devoted to new phases of the study of the family and the school and should broaden out to deal with the neighborhood in which the school is located and the children live.

An introduction to history may be undertaken through the study of families long ago when ours was primarily an agrarian economy. The role of children in helping with farm tasks might receive particular attention. Along these same lines, schools of the "little red schoolhouse" era could be studied.

Much emphasis should be placed on social, economic, and cultural agencies in the neighborhood, such as stores, churches, libraries, and the like. The intent here is to bring out the fact that many economic, social, and other institutions have been developed to enable families to obtain the services that they need. Under the general topic of Social Organization, there should be emphasis on building respect for the various racial and ethnic groups that make up neighborhoods, focusing on the many similarities that people have even though they come from different backgrounds.

An important aspect of this year's work might well be a study of one of our most basic industries - farming. Different types of farms and the food products they produce should be considered. Particular attention should be given to the types of farms found in the local area.

Map and globe skills should be extended to include the making of block and picture maps of the neighborhood. Geographic features of the neighborhood, such as streams, hills, etc., are identified. Children continue their study of the globe as a spherical representation of our planet, the earth, and learn to distinguish land and water areas.

Patriotism and American traditions can be highlighted as the children give the Pledge of Allegiance each day and learn the first stanzas of "The Star Spangled Banner" and "America." They also learn the story of Columbus and his voyages of discovery. They observe or celebrate the following days: Columbus Day, Halloween, Veterans Day, Thanksgiving, Christmas, Hannukah, Lincoln's and Washington's Birthdays, Valentine's Day, Easter, Arbor Day, Memorial Day, and Flag Day.

SOCIAL ORGANIZATION

1. Many years ago, family life was different in our State.

   . Most families lived on farms.

   . Families were usually larger than today.

   . Very often, grandparents as well as aunts and uncles and cousins all lived on one farm.

   . Everybody worked hard, from sunup to sundown, to produce the necessities of life.

   . Children had many chores to do on farms.

   . Children attended small, one-room schools from late fall to early spring.

   Discussion Questions

   . Why did most people live on farms in the old days?

   . Why did grandparents and other family members often live together on the same farm?

   . Why did everybody, including children, have to work so hard?

   . Why did the school year begin in the late fall and end in the early spring?

   . Why did children attend one-room schools?

2. People who live on farms today have much the same life as people who live in villages, cities, and suburban areas.

   . Far fewer families live on farms today.

   . Farm families are usually smaller than they used to be and are likely to consist of father, mother, and children (the nuclear family).

   . Farm work today is easier because machines such as tractors are widely used.

   . Farm children still help with chores.

   . Farm children today usually attend large central schools some distance from their homes.

   Discussion Questions

   . Why do fewer families live on farms than in times past?

- Why are farm families usually smaller than they used to be?
- Why do farmers today use tractors and other machinery?
- Why must farm children help with chores?
- How do farm children get from home to school?
- Why are modern central schools better than the old, one-room schoolhouses?

3. Most people today live in village, city, or suburban neighborhoods.
   - They live in family groups which usually consist of a father, a mother, and children (the nuclear family).
   - They live in one or two-family houses or in apartment buildings.
   - Most neighborhoods have churches, libraries, social centers, and the like which help people to know one another and to live in large groups.

Discussion Questions

- Why do more people live in villages and cities today than on farms?
- Why do you suppose people like to live in groups?
- What are some of the social agencies in your neighborhood, such as churches and community centers?

ECONOMIC ORGANIZATION

1. Many years ago, farms in our State were almost self-supporting and self-contained.
   - Farmers and their families then grew or produced almost all of the things they needed.
   - They grew their own food, both plant and animal.
   - They grew flax and raised sheep, from the fibers of which they made their own clothing.
   - There was very little money used because people didn't need to buy many things.
   - When they did need to buy some necessities, such as salt or shoes, they bartered or traded some of the products of their farms. For example, they might trade one or more cowhides for a finished pair of leather shoes.

Discussion Questions

- Why did farm families of long ago grow their own food and make their own clothing?
- Why didn't they need money the way we do?
- What is meant by "barter"?
- What are some of the necessities for which farmers bartered farm products?

2. Farming today is much different, but it is still one of our important industries.

   - Almost all the food we eat is produced on farms.
   - There are far fewer farms today because each farm produces much more.
   - This is true because farmers today use many efficient machines, and more fertilizers have been developed.
   - Farms today tend to be specialized. They produce only one or two crops such as apples or corn.

   Discussion Questions

   - Why do we need farms, since most people now live in villages, cities, or suburbs?
   - Why can a relatively few farms produce enough food for all?
   - How do machines and fertilizers help?
   - Why do farms today produce and sell only one or two crops?
   - Why don't farmers today grow their own food and make their own clothing?

3. Village, city, and suburban neighborhoods provide needed services for families.

   - Most neighborhoods have stores and businesses nearby which provide food, clothing, and other services needed by families.
   - These stores and businesses provide goods and services at a profit. Profits enable owners of stores and businesses to make money with which to support their own families.
   - Division of labor makes it possible for people to buy the goods and services they need. Many people work at many different jobs

producing goods and services. Then those who work at one job may buy the goods and services produced by people working at other jobs.

. Some neighborhood services are provided by public utilities such as telephone and power companies. Public utilities are privately owned but publicly regulated.

Discussion Questions

. Why do businessmen operate stores and supply other services to families?

. Why must businessmen make a profit?

. Why do we have division of labor? If we did not have it, could you and your family get the goods and services modern life requires?

. Why are public utilities regulated or controlled by the government?

POLITICAL ORGANIZATION

1. There are certain rules and laws which must be observed for the common good:

   . rules and laws to be followed going to and from school

   . rules and laws to be followed in school and on the playground

   . rules of courtesy to be followed in and out of school, in dealing with others

   . respect for the rights and property of others

   Discussion Questions

   . Why must rules and laws governing behavior be followed?

   . Who is responsible for seeing to it that such rules are followed?

   . Why should the rights and property of others be respected? If other people are treated well, are they more apt to be polite and friendly toward you?

2. Our country is a democracy.

   . Our leaders are elected.

   . The leader of our country is called the President. He is elected every 4 years.

. The President and his family live in the White House in Washington, D. C.

Discussion Questions

. Why do we have a President?

. Why does he live in Washington, D. C.?

GEOGRAPHY

1. The globe is a model of the earth from which many things can be learned about the earth.

. The earth is made up of land and water masses.

. Oceans separate the land masses.

. There is more water than land on earth.

. The water areas are called the water hemisphere; the land areas are called the land hemisphere.

. The poles, north and south, are at opposite sides of the nearly round ball that is the earth.

Discussion Questions

. How can we tell land from water areas when looking at the globe?

. How can we tell that the water hemisphere is larger than the land hemisphere?

2. Each local area has its own distinct pattern of geographic features. These can be shown on maps.

. Layout of streets, types of houses and stores can be shown on picture or floor maps of the neighborhood.

. Local features such as hills, mountains, streams, forests, etc., can be pointed out.

. Cardinal directions for the neighborhood areas can be determined by noting where the sun rises and sets.

Discussion Questions

. Why should a map of the neighborhood be developed?

. What should it show?

. What can it help us to learn and understand?

BUILDING PATRIOTIC CITIZENSHIP

1. "The Star Spangled Banner" is our National Anthem.

    . We should know the story of the writing of "The Star Spangled Banner."

    . The story of the development of our flag is also an important part of our history.

    . These two stories should be remembered when the National Anthem is sung and the Pledge of Allegiance is given.

2. Celebrating holidays and festivals helps to tell the story of our country.

    . The story of Columbus and his voyages is important to an understanding of why Columbus Day is celebrated.

    . Other holidays to celebrate are Halloween, Veterans Day, Thanksgiving, Christmas, Hannukah, Lincoln's and Washington's Birthdays, Valentines Day, Easter, Arbor Day, Memorial Day, and Flag Day.

3. Our Nation is a "melting pot" of people from many national, racial, and cultural backgrounds.

    . Some neighborhoods are composed of people from many different countries and backgrounds.

    . The celebration of holidays such as Christmas and Hannukah stems from the customs of people from other lands.

GRADE II

Overview

Community Studies

The second grade program is the first of 2 years of community studies. The local community should be studied first, then communities in other parts of the country or neighboring countries might be studied for purposes of comparison. Communities in more distant lands, where environmental conditions vary widely, will be considered in grade 3.

The first task is to determine the area which will be designated as the local community. It can be a political unit, such as a city, town, or village; or it can be some other conveniently delimited area such as a school district, a shopping district, or even an urban complex such as the Capitol District.

The economic life of the local community might then be emphasized. This would include such topics as major and minor industries, principal sources of consumer income, stores, shopping centers, and other businesses which supply needed services. Much emphasis might be placed on what has come to be called the "world of work," highlighting the worth and dignity of all types of employment.

An introduction to political science might well be effected through the study of the workings of democracy on the local level. The children find out how and by whom the community is governed, the services that are provided by local government, and the sources of income which pay for these services.

The community's ties with the outside world could be explored through the study of transportation and communication.

The social organization of the community could be considered through such topics as racial and ethnic groups in the population, religious faiths represented, service organizations, youth groups, and the like.

Other communities in the United States may be compared with the local community in terms of their economic and social organization. It would be well to choose one or two communities which are different from that with which the child is familiar. If the local community is in a rural area, for example, city life might be studied.

Map and globe skills continue to be stressed as the children use road maps to trace major highways serving the community and as they draw maps of the local area and use commercial maps of the State and the United States to locate their community. Geographic terms such as mountain, slope, plain, stream, river, and valley are used. Familiarization with the globe is continued as they learn to distinguish the several hemispheres (east-west, north-south, land-water).

The development of patriotic citizenship and American traditions may be continued with the daily Pledge of Allegiance, the singing of patriotic songs, learning the story of our flag, and celebrating or observing the usual special days.

SOCIAL ORGANIZATION

1. A community is a group of people living in a certain area who have a number of interests in common.

   . A community may be a political area such as a village, a city, a township, or a county.

   . It may be a school district.

   . It may consist of the shopping area served by a small village or shopping center.

   . It may be a larger area such as an urban complex.

   . Due to the mobility made possible by the automobile, many people are members of several communities; they may live in one area, work in another, and do their shopping in still another.

   Discussion Questions

   . Why do people seem to prefer to live in community groups? Have they always done so?

   . What are the limits of the community in which you live?

   . Do you and your parents participate in the life of more than one community? What makes this possible?

2. The people who live in our communities represent many and varied racial and ethnic groups.

   . The original inhabitants of our country were the Indians.

   . All the other peoples came to this country from other lands.

   . They came here for many reasons. Some came to find religious freedom (review the story of the Pilgrims); others to find economic opportunity.

   . Many Negroes were brought to America as slaves and have been trying ever since to gain full freedom and status as citizens.

   Discussion Questions

   . Why have many people come to our country to live?

   . What is meant by ethnic group?

   . How many ethnic groups are represented in your class, your school, and your community?

   . Why must people of all racial and ethnic groups be given equal freedom and opportunity?

3. Religious groups play an important part in community life.

   . Most people belong to a religious group.

   . There are several churches in most communities.

   . Churches fill more than the spiritual needs of the people who live in communities. Most churches do charitable work and conduct social events. Some churches operate educational systems.

   Discussion Questions

   . How many churches are there in your community?

   . What religious faiths are represented?

   . What are some of the services that churches perform?

   . Why do churches do charitable work?

   . Why do some churches operate schools?

4. There are a number of other organizations that perform useful services for communities.

   . Many communities have Kiwanis, Lions, Rotary, or other service clubs.

   . These service clubs usually have special projects of benefit to the community.

   . Most communities have other agencies such as the K of C, the YMCA, YMHA, and YWCA which meet certain community needs for social and recreational programs and facilities.

   . Some communities have cultural agencies such as community orchestras, opera associations, theater groups, and the like.

   . Most communities have special groups for children such as the Brownies, Cubs, Boy Scouts, Girl Scouts, and Campfire Girls.

   Discussion Questions

   . Why do people form service clubs?

   . What are some of the community services which these clubs perform?

   . Why do we need organizations which provide recreational programs and facilities?

   . Why do people organize cultural groups such as orchestras and theater associations?

   . What can children learn through participation in scouting programs?

ECONOMIC ORGANIZATION

1. Most communities have several different types of industries.

   . There are service industries, such as retail stores, restaurants, laundries, and recreational facilities, and the like, which supply goods and services directly to consumers.

   . There may be manufacturing industries which produce products such as clothing, packaged foods, shoes, housewares, and the like which are sold to retail stores.

   . There may be basic industries which produce machines, metals, tools, and the like which are used by manufacturers.

   . Industries are interdependent. They depend upon one another for supplies and materials.

   . There is division of labor within most industries. One man does one job, another man does another job, and so on. This specialization leads to greater efficiency.

   Discussion Questions

   . Why do most all communities have many service industries?

   . What are some of the service industries in your community?

   . Does your community have manufacturing industries? What do they make and where do the raw materials come from?

   . What are some of the different jobs that men and women have in manufacturing plants? Why do they have many different jobs?

2. All industries and businesses in our community operate under an incentive to make a profit.

   . The cost of any article or service is based upon the price paid for materials and labor. Any amount above costs represents profit.

   . Businesses and industries keep costs as low as they can so that they may charge customers a low price and still make a profit.

   . People who operate businesses and industries depend upon profits for the money they need to support their families.

   . Businesses and industries must make a profit or they will be forced to shut down.

   Discussion Questions

   . Why must businesses and industries make a profit?

- Why do businessmen keep their costs as low as possible?

- Why do businessmen charge as low a price as they can for goods and services?

- Why do people "shop around" when they want to buy something?

3. Community industries depend upon modern transportation and communication facilities.

   - Communities are linked together by means of highways, railroads, and airways. They also have mail, telegraph, and telephone service.

   - Businesses and industries obtain raw materials, finished products, and other supplies and equipment from many places, some far away. They come by truck, railroad, and airplane.

   - Many requests or orders for supplies and equipment, as well as sales orders, are transmitted by telephone and telegraph.

   - A very important communications service is provided by our national government - the United States Mail.

   Discussion Questions

   - Why do we need highways, railroads, and airways?

   - Could our community survive without transportation links to other communities?

   - How did people communicate before the days of the telephone and telegraph?

   - Why does our national government maintain a mail service?

   - Why do the local, State, and national governments build and maintain roads?

4. The people who live in our communities depend upon local businesses and industry for employment.

   - Most people who live in our communities work for local business and industry. They depend upon these jobs to get income to support their families.

   - When local business and industry are prosperous, many people have steady jobs and the community is prosperous.

   - The prosperity of a community depends upon a high level of consumer demand. Consumer demand is high when many or most people have enough money to buy the goods and services they need or want.

- Communities are interdependent. All communities depend upon one another for the interchange of goods and services.

Discussion Questions

- Why do people need jobs?
- Why must local business and industry be operating at a profit in order to maintain jobs?
- What is consumer demand?
- Why must consumer demand be high to maintain good times?
- How do communities depend upon one another for goods and services?
- How is the prosperity of one community linked to the prosperity of other communities?

POLITICAL ORGANIZATION

1. People who live in a democracy have many rights and freedoms. With these go many responsibilities.

   - Enjoying one's own rights and freedoms demands that we respect the rights and freedoms of others.
   - One of our major rights is that of free speech, which entails the responsibility of letting others express their views.
   - Another of our major rights is that of owning property, which entails the responsibility of respecting the property of others.
   - Another of our rights is that of freedom of conduct within the law. This entails the responsibility of obeying implicitly those rules and regulations which are designed for our own and other's protection.

   Discussion Questions

   - What are some of the rights and freedoms we enjoy as Americans?
   - Why must we respect the rights and freedoms of others?
   - What is meant by private property?
   - Why must the property of others be respected?
   - What are some of the rules, laws, and regulations which have grown up over the years to insure the common good?
   - Why must we, all of us, live within these laws?

2. In a democracy, government officials are elected or appointed by other elected officials.

   . Our communities are governed by elected officers.

   . Cities and villages are governed by a mayor and a city council or board of aldermen.

   . Counties in New York State are governed by a board of supervisors, one of whom is chosen as county supervisor.

   . Towns are governed by a supervisor and a town board.

   Discussion Questions

   . Why do we elect our local officials?

   . Why are there different forms of local government?

   . Who are some of the local officials who are appointed by elected officers?

3. Local governments provide many needed services.

   . Most local communities provide some form of police protection.

   . Cities and villages usually provide fire protection.

   . In rural and many suburban areas, fire protection is provided by volunteer companies.

   . Local governments build and maintain roads and streets, street lighting, water, and sewage systems.

   . Money to pay for all these services comes from the taxes that everybody pays. All communities have real estate taxes and some have additional sales taxes and the like. The State also supplies some money to communities.

   Discussion Questions

   . Why do local governments, rather than private businesses, supply such services as police and fire protection, roads and streets?

   . Why must people pay taxes to local governments?

   . Who are the people who run our school district? Which ones are elected, which appointed?

   . Why do our school board members serve our schools without pay?

   . Where does the money come from that pays for our schools?

   . Why does the State contribute money to our school district?

GEOGRAPHY

1. The globe is a model of the earth from which many things can be learned.

   . The earth can be divided into hemispheres.

   . The land hemispheres are east and west, north and south.

   . The hemisphere, the continent, the country, and the general area where we live can be located on the globe.

   . By looking at the globe, we can determine that we live north of the Equator and north of the Tropic of Cancer.

   . The globe is crisscrossed by lines which represent degrees of latitude and longitude.

   Discussion Questions

   . Why do we refer to different parts of the earth as hemispheres?

   . In what hemisphere, country, and State do we live?

   . Why does the globe show the Equator, the Tropic of Cancer, and the Tropic of Capricorn? What do these imaginary lines on the earth mean to us?

2. The study of local geography, using maps, helps us to understand the area in which we live.

   . A map of the community and its area can be used to locate streets, major buildings, and physical features such as streams, rivers, lakes, parks, forest areas, and the like.

   . Maps can also be used for directional orientation.

   . Special purpose maps can be used to determine the elevation of the community and its various parts.

   . Road maps can be used to determine the major highways connecting the community with neighboring communities.

BUILDING PATRIOTIC CITIZENSHIP

1. The Pledge of Allegiance to the flag is a daily affirmation of faith in and love for our country.

   . The story of the development of our flag is an important part of our history (review).

- The stars, the bars, and the colors of the flag have a special significance. (red - courage, white - purity, blue - freedom and justice)

- There are certain rules governing respect for and care of the flag.

2. Celebrating holidays and festivals helps to tell the story of our country.

   - The story of President Lincoln and the freeing of the slaves will help us to understand the history of the Negro in American life.

   - Other holidays to celebrate are Columbus Day, Halloween, Veterans Day, Thanksgiving, Christmas, Hannukah, Washington's Birthday, Valentine's Day, Easter, Arbor Day, Memorial Day, and Flag Day.

GRADE III

Overview

Community Studies

The study of communities is expanded during this year to consider communities in other lands and places. In each case, the ways of living and meeting of basic needs in the far-off community might be compared with similar functions in the local community. Children will discover that, though people may live in a variety of ways in a differing environment, they all have the same basic needs.

Essentially, this year of work serves as an introduction to the study of world regions. The children discover that man acts and reacts in terms of habitat, and that conditions of habitat vary widely. To illustrate this important concept, the following are suggested for study:

- A desert community in southwestern United States compared with a desert community in the Middle East, emphasizing climatic conditions and their causes, the adaptations that people make to this type of environment, and how the people who live there obtain food, clothing, and shelter.

- Communities located in the forest or taiga lands as in northern Canada and Siberia, to bring out the ways man has developed to live in and to utilize this type of habitat.

- Communities located in tropical rainforests, as in the Amazon or Congo basins, to stress the impact of climate on vegetation and the ways in which the people who live there meet their basic needs.

- Mountain communities, as in Switzerland and Wyoming, bringing out the differing ways in which these habitats have been utilized to provide a living for the people who live there.

- Prairie farming communities, as in the central United States, the Ukraine, or Argentina, stressing climatic, soil, and vegetational features which make these the world's most productive farming lands. Methods of wheat farming in the United States can be compared with those of Russia.

The teaching of basic map and globe skills continues as the communities studied are located on flat maps and the globe. Map keys are used for clues as to topography or terrain. The idea of latitude is expanded, particularly as it relates to climate; and other factors which influence climate, such as altitude, prevailing winds, and bodies of water are considered.

The development of patriotic citizenship continues to be stressed through the daily Pledge of Allegiance, the singing of patriotic songs, and by observing or celebrating the customary holidays and events.

GEOGRAPHY

LATITUDE

1. The globe is marked with horizontal lines which represent degrees of latitude.

   . The surface of the globe is circled at the center by a line called the Equator.

   . All the lines parallel to, and north of the Equator represent degrees of north latitude.

   . All the lines parallel to, and south of the Equator represent degrees of south latitude.

   Discussion Questions

   . What is latitude?

   . Why is the globe marked with lines of latitude?

   . What do lines of latitude tell us?

CLIMATE

1. Climate refers to the general conditions of weather that any place may expect year after year.

   . Some places in the world are warm all year round. They are said to have a warm climate.

   . Some places in the world are cold all year round. They are said to have a cold climate.

   . Most places in the world have a seasonal climate, sometimes warm (as in summer), and sometimes cold (as in winter).

   Discussion Questions

   . What is the difference between climate and weather?

   . In what sort of a climate do you live?

2. There is a relationship between climate and latitude.

   . The Tropic of Cancer is north of the Equator and the Tropic of Capricorn is south of the Equator.

   . All parts of the earth between these two lines are in the low latitudes where the climate is generally warm all year.

- Those parts of the world north of the Arctic Circle or south of the Antarctic Circle generally have a cold climate the year round. They are the areas of high latitude.

- The rest of the world is in the middle latitudes which have a seasonal climate with winter, spring, summer, and fall.

Discussion Questions

- Why do places in the low latitudes generally have warm climates?

- Why do places in high latitudes generally have cold climates?

- Why do the middle latitudes have a seasonal climate?

DESERT COMMUNITIES

GEOGRAPHY

1. There are several large desert areas in the world. Some of the major ones are:

   . the Western Desert in the United States

   . the Sahara and Arabian Deserts in North Africa and the Middle East

   . the Kalahari Desert in southern Africa

   . the Gobi Desert in Asia

   . the Great Australian Desert

   Discussion Questions

   . Why are some areas called deserts?

   . Which of the large deserts is nearest to where you live?

2. Climatic conditions create deserts.

   . Most of the major desert areas of the world are in the middle latitudes.

   . Desert areas have less than 10 inches of rainfall a year.

   . The skies are usually clear in desert areas, since there are few rain clouds. The sun shines most of the time during daylight hours.

   . It is very hot during summer daylight hours in desert areas. At night it becomes very cool.

   . Most desert areas, being in the middle latitudes, have a seasonal climate. They have warmer and colder seasons, but very little rain or snowfall.

   . Only a few types of plants will grow in desert areas unless some source of water other than rainfall can be provided.

   . The plants that do grow in desert areas are rough, widely spaced clumps of grass and bushes. Cactus plants grow in the western desert areas of the United States.

   Discussion Questions

   . Why do we have more rainfall (and snowfall) than desert areas?

   . Why are desert nights cool?

- Why are there no trees growing in desert areas, and not very much grass?

- Why will trees and other plants grow in oasis areas?

SOCIAL ORGANIZATION

1. Desert dwellers live in family groups in various types of communities.

   - Many desert people are nomadic. They move from place to place taking their few possessions with them. (Bedouins of Sahara and some of the Indians of southwestern United States, for example.)

   - Some desert people live in communities which may be quite small such as a Saharan Oasis, or quite large, such as the city of Yuma.

   - Family groups in some desert areas, such as among the Bedouins and Tauregs of the Sahara-Arabian deserts, tend to be of the extended variety. That is, grandfathers, sons, uncles, cousins, fathers, all live together or near each other in large related groups that may number 50-100 people or more, including the children.

   - Nomadic American Indians of the southwest also tend to live in extended family groups.

   - In the oases and towns and cities, there are fewer extended families. In countries outside the United States, however, there is a greater degree of closeness among members of large family groups than would be found in American desert communities such as those in the Imperial Valley of California.

   Discussion Questions

   - Why do desert people live in large family groups?

   - Why must nomads move from place to place?

   - Why would there be differences in family life between Saharan nomads and people living in Yuma?

ECONOMIC ORGANIZATION

1. The economic base of desert life is agriculture.

   - Nomadic peoples raise animals for meat, hides, and dairy products.

   - They constantly move from place to place to find forage for their flocks.

   - Oasis people are farmers who raise date palms and cereal crops.

   - Nomadic and oasis people are dependent on each other; they trade animal products for farm products.

Discussion Questions

. Why is it possible to raise animals on a desert?

. What is "forage"?

. Why is it possible to raise some crops in oasis areas?

. Why are nomadic and oasis people dependent on each other?

. Why don't we find large industries and manufacturing plants in deserts?

2. Water can make the desert lands economically more productive.

. Some desert areas have access to water for irrigation.

. Desert soils, when supplied with water, can be very productive.

. The Nile River in Egypt, the Colorado and Gila in the southwestern United States, are rivers which supply large desert areas with water.

. Some of the most productive farmlands of the world are the irrigated areas of the Nile Valley, the Imperial Valley of California, and the area from Phoenix to Yuma in Arizona.

Discussion Questions

. Why are only a few desert areas irrigated?

. Why are some desert soils productive when supplied with water?

POLITICAL ORGANIZATION

1. The people of the undeveloped desert areas, as in the Sahara, are usually organized into tribal groups.

. Tribes are usually ruled by chiefs who inherit their positions. Chiefs in the Sahara region are called sheiks.

. The chief is the absolute ruler of his tribe.

. The people of the tribe are born into it, their families having been members of the same tribe for hundreds of years.

. In the Sahara, the nomadic tribes usually own and control the oasis towns. The people of those towns work for the nomadic sheiks.

Discussion Questions

. Is tribal government democratic?

- How does a Saharan sheik get his position of leadership?

- Why do the nomadic tribes control the oases?

2. The people of developed desert areas, as in Egypt and the southwestern United States, have more advanced forms of government.

   - In the United States, people who live in the desert areas (except for the nomadic Indians such as the Navajos) live in towns, villages, and cities.

   - They have regularly elected local officials such as town councilmen.

   - The people of Egypt have much the same forms of local government.

   Discussion Questions

   - Why is local government in the United States described as being democratic?

   - Who governs the Indians who live in the southwestern states?

   - Why is local government needed?

NORTHERN FOREST (TAIGA) COMMUNITIES

GEOGRAPHY

1. Taiga lands are located only in the Northern Hemisphere at latitudes of 60-70 degrees.

    . In the Western Hemisphere, the taiga stretches from Alaska across northern Canada to the Atlantic Ocean.

    . In the Eastern Hemisphere, the taiga stretches from northern Scandanavia across all of Russia and Siberia to the Pacific Ocean.

    . Taiga lands are, for the most part, low altitude plains which slope northward.

    . Rivers in the taiga lands flow northward toward the Arctic Ocean.

2. Climatic conditions create taiga lands.

    . In high northern latitudes, winters are long and cold, summers are short and hot.

    . Very little rain falls on these taiga lands (about 20 inches per year), since most of the taiga is far from the oceans.

    . Due to little moisture and a short growing season, only certain kinds of plants will grow.

    . These are coniferous trees and muskeg grasses and mosses.

    . The farther north one goes in the taiga, the smaller and more stunted the trees become.

    Discussion Questions

    . Why are the taiga lands said to be in the high latitudes?

    . Why do taiga lands have cold winters and hot summers?

    . Why is the growing season so short in the taiga?

    . What effect does the short growing season have on vegetation?

SOCIAL ORGANIZATION

1. Peoples native to the taiga lands live in family groups.

    . The Indians of northern Canada have strong family ties, as do the few Eskimos who live partly in the taiga.

. They usually live in extended family groups.

The Lapp people of northern Scandinavia and the natives of Siberia also have strong family organization.

Discussion Questions

. Why do people almost everywhere live in family groups?

. Why would close family ties be important in northern lands?

2. People who come to the taiga from the south are usually men without families.

. The climatic conditions of the northern forest do not encourage permanent settlement.

. Men come to the taiga for specific economic reasons, leaving their families at home.

. They usually plan to stay only a short time, then return south to their families.

Discussion Questions

. Why would men hesitate to bring women and children to the taiga?

. Do taiga lands usually have schools, churches, service clubs, and other social organizations?

. What are some of the specific economic reasons which cause men to come to the taiga?

3. A few modern industrial towns and cities have been built in the taiga.

. Normal family life is the pattern in such communities.

. Children live with their mothers and fathers, they attend school, church, the movies, and so on.

Discussion Questions

. What is needed to make a community suitable for women and children?

. Why would some families move to modern taiga communities?

. Why have a few modern communities grown up in the taiga?

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   - Why would some families move to modern taiga communities?
   - Why have a few modern communities grown up in the taiga?

ECONOMIC ORGANIZATION

1. The economic base of life for native peoples in the taiga lands of the Eastern Hemisphere is nomadic pastoralism.

   . The reindeer is the staff of life for these people.

   . They obtain food, clothing, and shelter from their herds of reindeer.

   . They trade reindeer products with people of the south to obtain goods they cannot make for themselves.

   Discussion Questions

   . How can reindeer herds furnish food, clothing, and shelter?

   . Why don't these northern peoples raise cattle or sheep?

   . Why must they trade, and for what, with people of the south?

   . What use would people of the south have for reindeer products?

2. The economic base of life for Canadian Indians is the fur animal.

   . Many Canadian Indians are fur trappers.

   . The Canadian taiga is rich in fur-bearing animals.

   . Their pelts are traded for goods and money which provide food and clothing for the trappers and their families.

   . The taking of fur animals is called an "extractive" industry.

   Discussion Questions

   . Why do these people make their living as trappers rather than as farmers or something else?

   . Why is the taiga rich in fur-bearing animals?

   . Why is fur trapping an "extractive" industry? What are some other "extractive" industries?

3. The mining of minerals is usually the economic base of life for modern taiga communities.

   . Taiga lands have rich deposits of iron ore, uranium, cobalt, gold, and other minerals.

   . Modern communities have been built to provide the necessities of life for people who come there to work in the mines.

. There are a number of such communities in Siberia, Canada, and Alaska.

. Railroads have been built to connect such communities with more southerly areas.

Discussion Questions

. Why has it been only recently that minerals have been mined extensively in the taiga?

. Why do mining companies want to build communities for families in the taiga?

. Where do taiga communities get their food? Why don't they grow their own?

. Why is building (railroads, roads, houses) difficult in these northern lands?

POLITICAL ORGANIZATION

1. Native peoples in the north are usually organized into tribal groups.

   . A tribe is governed by a chief whose job is often inherited from his father.

   . The chief, often helped by a council of older members of the tribe, makes and enforces rules for the common good.

   Discussion Questions

   . Why do groups from simple culture patterns tend to organize into tribal groups?

   . What holds the members of a tribe together?

   . Is tribal government "democratic" in nature?

   . What makes a government democratic?

2. The governments of Canadian and Alaskan communities are democratically organized.

   . The people of these communities elect local officials.

   . Such communities have police, fire departments, and courts.

   . They usually have a legislative body, called a city council (or a similar name), which makes the laws or rules that people must follow for the good of all.

Discussion Questions

. Why should people elect their own local officials?

. Why must rules be made and followed?

. What might happen if communities had no rules or laws?

3. Russian (Siberian) communities are governed by officials appointed by Moscow.

. There are no democratically organized governments in Russia.

. Rules and laws are made by the officials and the people they appoint to administrative positions.

Discussion Questions

. Is the Russian system democratic? Why?

. Are Russian communities usually run efficiently?

TROPICAL RAINFORESTS (SELVA) COMMUNITIES

GEOGRAPHY

1. Selva lands are located only in the low latitudes near the equator.

    . The most extensive selva lands are found in the Amazon Valley, the Congo Basin, the eastern lowlands of Central America, the islands of Indonesia, and parts of Southeast Asia.

    . These lands are in the low latitudes (Tropics), and are covered by a heavy growth of evergreen trees.

    Discussion Questions

    . Why are selva lands described as being in the low latitudes?

    . Why are the most extensive tropical forests found in the places named above?

    . Are selva lands the same as "jungles"?

2. Climatic conditions create selva lands.

    . The weather is always warm in tropical lowlands.

    . When rainfall is heavy, conditions are right for the growth of rainforests.

    . Rainfall is heavy in selva lands because they are so located that warm winds from the oceans carrying large amounts of moisture blow over them.

    Discussion Questions

    . Why is the weather always warm in tropical lowlands?

    . Are tropical lowlands the hottest places in the world?

    . Why do warm winds off the ocean bring rain to the lands they blow over?

    . Why must there be heavy rains to create tropical rainforests?

3. The soil of selva lands is low in fertility.

    . Continuous heavy rains and high temperatures wash (or leach) the mineral nutrients from the soil.

    . Tropical forests grow so well because their shallow, extensive root systems utilize the humus which the trees themselves create as their leaves, fruits,and branches drop to the ground and decay.

Discussion Questions

. How does leaching take place and what causes it?

. What is meant by humus?

. What part does climate play in creating organic plant nutrients in tropical forests?

SOCIAL ORGANIZATION

1. Natives of selva lands tend to live in extended family groups.

. Family groups are very large.

. They include aunts, uncles, cousins, etc., and their children.

. They usually do not live in villages but in scattered clearings in the forests.

. Relationships, unlike ours, are often traced through the mother's side of the family (matrilineal).

Discussion Questions

. Why do almost all people, everywhere, live in family groups?

. Why are family ties close among aunts, uncles, cousins, etc., in lands like the selva?

. Why do some people trace relationships through the mother's side of the family?

. Why do selva people live in forest clearings rather than in villages?

2. Religion often plays an important role in the lives of selva natives.

. They have many different, and often very strong, religious beliefs.

. Their beliefs are usually concerned with their natural environment.

. They often believe in the magic powers of the sun, the moon, the stars, the rain, etc.

. They often believe that living things such as trees and animals have magic spiritual powers.

. Their priests or ministers are often called "witch doctors" for they are believed to have magical powers derived from trees, animals, and the like. In addition to serving as religious leaders, they treat the ill.

Discussion Questions

. Why do most people everywhere have some sort of religious beliefs?

. Why are the religious beliefs of native peoples usually concerned with the things they see around them?

3. There are more developed communities in some selva lands.

. Many of the people who live in eastern Central America live in communities built by banana companies.

. These communities have stores, churches, and schools. They are very much like our own communities.

Discussion Questions

. Why would banana companies build communities in selva lands?

ECONOMIC ORGANIZATION

1. The economic base of life for most natives of the selva is a shifting type of agriculture.

. Small clearings are made by cutting and burning trees.

. Crops are planted in the clearing for one or two years; then the clearing is left to revert to forest, and a new clearing is made.

. The soil being infertile (and fertilizers not used), it will not support crops for a longer period.

. The crops grown are subsistence foodstuffs such as cassava, breadfruit, and tara, which are commonly found in tropical lands.

Discussion Questions

. Why is the soil of selva lands usually infertile?

. Why don't the people of these lands use fertilizer?

. Why do the natives of selva lands grow subsistence crops?

2. The economic base of life in much of eastern Central America is the banana plantation.

. Large American companies have cleared the land and set out banana plants.

. They make extensive use of chemical fertilizers to increase the productivity of the soil.

- Many men are employed to work on the plantations, and they earn good wages.
- The bananas grown are sold mostly in the United States.

Discussion Questions

- Why was the development of banana plantations carried out by American companies?
- Do the workers on banana plantations engage in subsistence farming?
- Could all selva lands be made more productive through the use of fertilizers?
- Why are the bananas sold in the United States rather than in Central America?

3. The economic base of life in much of Indonesia and Southeast Asia is wet rice agriculture.
   - Large forest areas have been cleared and the land made into paddies which can be flooded.
   - The soil in much of Indonesia is fertile because it has been formed by recent volcanic action and therefore is rich in minerals.
   - The growing of rice is a form of subsistence agriculture, since most of the crop is consumed by those who grow it.

   Discussion Questions
   - How are volcanic soils formed?
   - Why are volcanic soils fertile?
   - What is the difference between subsistence and commercial farming?
   - Why is rice the diet staple of so many of the peoples of the world?

POLITICAL ORGANIZATION

1. Native peoples in selva lands such as the Amazon basin and Congo valley have a kind of tribal organization.
   - Tribes are governed by chiefs whose positions of authority are usually inherited.
   - Tribal organization is loose, since the people are scattered in forest clearings.
   - There are few rules and regulations governing life in these areas.

Discussion Questions

- Why do people in undeveloped lands usually organize themselves into tribal groups?
- To what extent is tribal government democratic?
- Why do the people in selva lands need few rules and regulations to govern their lives?

2. The banana plantation workers live in well-organized communities.

- Communities with stores, churches, recreational facilities, and the like require many more rules and regulations to govern life.
- Such communities are usually governed or run by representatives of the American companies that built them.
- The companies make and enforce the rules, since they provide all the facilities.

Discussion Questions

- Why do organized or developed communities need more rules and regulations than undeveloped communities?
- Is it democratic for the banana companies to govern the communities they build?

3. Indonesian communities are well developed and organized.

- They are governed by a representative of the central government in cooperation with a village council.
- Many rules and regulations must be followed,since villages are fairly large.

Discussion Questions

- Why must rules and regulations be followed when people live in groups?

MOUNTAIN COMMUNITIES

GEOGRAPHY

1. There are mountain ranges on all the earth's continents.

   . They can be located on the globe, on flat maps, and on relief maps.

   . The major mountain ranges of the Western Hemisphere run from north to south, from Alaska to the southern part of South America.

   . The major mountain ranges of the Eastern Hemisphere run in a belt from west to east, going from Spain across southern Europe into Asia, Southeast Asia, and to the Pacific coast.

   . The major mountain ranges of Africa run from north to south in the eastern part of the continent.

   Discussion Questions

   . How can mountain areas be located on the globe and on maps?

   . Which type of map would be best for locating mountain ranges?

2. Mountain ranges affect the climate of surrounding areas.

   . Winds are forced to rise to cross mountain areas, and as they rise the air becomes cooler, causing loss of moisture-carrying capacity.

   . Thus the windward side of mountains receive whatever rain is available; the leeward sides are in the "rain shadow."

   Discussion Questions

   . Why do winds crossing mountains become cooler?

   . Why do "rain shadows" occur on the leeward side of mountains?

3. Weather and vegetation in mountain areas change as one goes higher up in the mountains.

   . The air becomes cooler at the rate of approximately 3 degrees per 1,000 feet as elevation increases.

   . It is always cooler on the tops of mountains than in inter-mountain valleys.

   . The vegetation on mountains depends on the altitude - some mountains, as in Africa and South America, have tropical rainforests at their base and rise so high that their tops are completely treeless, and often snow-covered throughout the year.

. In high mountains, the lower parts may be completely forested, often with hardwood trees. Higher up, the trees become evergreens (as in the Taiga); and still higher, the trees give way to shrubs and grasses until near the summit, which is usually covered by snow and ice.

Discussion Questions

. Why is it cooler at the tops of mountains than at the bottom?

. Why will no vegetation grow at the summits of high mountains?

. Why are some high mountains covered with snow the year round?

. Why are some high mountains <u>not</u> covered by snow?

SOCIAL ORGANIZATION

1. There are communities of people living in mountainous areas throughout the world.

   . They live in family groups, most have schools of a sort, and other community organizations such as can be found in the local community.

   . Most mountain peoples, as do all the peoples of the world, have some sort of religious organization.

   . Some mountain communities, such as those in the western United States, and Switzerland are highly organized, modern cities and villages.

   . Some mountain communities, such as those in the Tibetan Plateau, are small villages lacking organization and modern facilities.

   Discussion Questions

   . Why do some people choose to live in mountainous areas?

   . Why do mountain people, and most others, live in family groups?

   . Why do mountain people, as well as most others, have some form of religious organization?

ECONOMIC ORGANIZATION

1. Mountain communities in undeveloped areas such as the Tibetan Plateau, parts of Spain, and in the South American Andes, have subsistence agriculture as their economic base of life.

   . The people of these (and similar areas) live in little farming villages and work the surrounding fields.

- They own a few grazing animals, such as sheep and goats, that provide meat, milk, and materials for clothing.
- They raise or grow almost all of the necessities of life.

Discussion Questions

- Why do people in many parts of the world live by subsistence agriculture?
- Why don't these mountain people buy the things they need at local stores?
- Why do the people in undeveloped areas usually graze sheep and goats rather than cattle?

2. The economic base of life in many mountain communities, as in the western United States and the Andes, is mining.
   - Mountain areas are often rich in minerals.
   - People are brought to work in the mines and communities are formed.
   - The usual services, such as police protection, municipal water supply, and so on, are found in such communities.
   - Such communities usually have stores and other businesses to meet the needs of the people who live there.

   Discussion Questions
   - Why are some mountain areas rich in minerals?
   - Why are communities built near mines?
   - What stores and businesses would most communities need?

3. Some mountain areas, such as in parts of the western United States and Switzerland, have a mixed economic base - agriculture and manufacturing.
   - The grazing of cattle on mountain meadows is an important economic activity in these areas.
   - In Switzerland, there are dairy cattle, and cheese is an important product.
   - In the United States, beef cattle are raised, and meat is the important product.
   - Communities are located in the valleys of these mountain areas and provide needed economic services to the farmer.

- Since a labor force exists in some of these communities, small manufacturing industries have grown up.

- The manufacture of watch movements and optical equipment is important in Switzerland.

- Many and varied products are produced in United States mountain communities.

Discussion Questions

- Why are meadows found on mountains, and where?

- Why are dairy cattle raised in Switzerland and beef cattle in the United States?

- Why have communities grown up in these mountain farming areas?

- Why do manufacturing industries grow up where a labor force exists?

- What needed services are provided to farms in these mountain communities?

POLITICAL ORGANIZATION

1. Mountain communities in undeveloped areas, such as in Central Asia, have very simple forms of government.

   - In many places, the tribal form of organization prevails.

   - In some areas, such as the mountains of Tibet, religious leaders are sometimes also political leaders.

   Discussion Questions

   - Why do undeveloped areas often have a tribal form of government?

2. Mountain communities in more developed areas have governments similar to our own community.

   - In Switzerland and the western United States, local officials are elected.

   - Local governments provide services such as water, sewage systems, police protection, etc.

   Discussion Questions

   - Why do more highly developed areas have more advanced governmental organizations?

GRASSLANDS COMMUNITIES

GEOGRAPHY

1. There are extensive areas of grassland on all the earth's continents.

   . These areas may be located on maps which show vegetation.

   . Most large grasslands are in the mid-latitudes except for those in Africa and Australia.

   . Mid-latitude grasslands in the United States and Western Russia have many permanent communities.

   . Tropical (low latitude) grasslands in Africa, Australia, and South America are very sparsely settled.

   Discussion Questions

   . What kind of maps could best be used to locate grasslands?

   . Why are permanent communities found in the grasslands of the United States and Western Russia?

   . Why are low latitude grasslands sparsely settled?

2. Climate is largely responsible for the creation of grasslands.

   . Grassland areas are low in total rainfall.

   . Not enough rain falls in the grassland areas to encourage the growth of trees.

   . Some grasslands have more rain than others. When there is quite a bit of rain, the grass grows very tall.

   . Where there is little rain, the grass grows in short bunches.

   . Grasslands have low total rainfall because they are so located that moisture-bearing winds from the oceans do not blow over them.

   Discussion Questions

   . Why do few trees grow in grassland areas?

   . Why do grassland areas have low total rainfall?

   . Why do some areas have more and taller grass than others?

SOCIAL ORGANIZATION

1. People who live in much of the undeveloped grassland areas of the world are nomadic herders.

   . They have few settled communities, and move about taking all their possessions with them.

   . Family ties and relationships are very important to these people, but they have little else in the way of social organization.

   . Schools, churches, and the like are unknown to most nomadic peoples.

   . Like almost all people everywhere, they do have some form of religious belief.

   Discussion Questions

   . Why do many grassland people live a nomadic life?

   . Why do nomadic people, as well as almost all people everywhere, live in family groups?

   . Why do communities of nomadic peoples have few social organizations?

   . Why do nomadic peoples, like almost all people everywhere, have some form of religious belief?

2. People who live in more highly developed grassland areas, as in the plains of the United States and the "black soil" region of Russia, have more extensive social organizations.

   . They live in permanent communities.

   . They have schools, churches, clubs, and many other social organizations.

   Discussion Questions

   . Why would one find more social organization in permanent communities?

ECONOMIC ORGANIZATION

1. The economic base of life for people in much of the undeveloped grasslands of the world, as in Eastern Russia, Mongolia, and Africa, is nomadic herding.

   . Nomadic herding is a form of subsistence agriculture.

   . Almost everything the nomads need, the basic necessities of their life, they get from their herds.

. There is little specialization of labor, for everybody helps to tend the herds and to perform the tasks that are essential to life.

Discussion Questions

. Why do so many people throughout the world engage in subsistence agriculture?

. Why is there little division of labor and specialization among nomadic herders?

2. The economic base of life in the developed grassland areas of the United States and Russia is farming and cattle ranching.

. In the more eastern grasslands of the central U. S., known as the "corn belt," adequate rainfall makes possible very productive mixed farming.

. One major activity in this area is the fattening of beef cattle and hogs with the grain products, mostly corn, grown on the farms.

. In the western grasslands of Russia, some beef cattle and hogs are raised, but most of their efforts are aimed at producing grain (wheat) for human consumption.

. Farther west, in the drier grasslands of the central U. S., the emphasis shifts to wheat farming, and in the very dry lands, to cattle ranching.

. Scattered throughout these developed grasslands in both the U. S. and the U. S. S. R. are many communities which provide needed economic services to farm people.

. They have stores, shops, and businesses which provide agricultural equipment and machinery, food, clothing, entertainment, and all the other things people need.

Discussion Questions

. Why do the people of the Russian and American grasslands produce more than they can consume themselves?

. Why do the people of Russian grasslands, even where rainfall is adequate, concentrate on the growing of wheat rather than the raising and fattening of livestock?

. Why are many communities needed to provide economic services to the people of the developed grasslands?

. What are some of the essential services that must be supplied to the farmers near these communities?

POLITICAL ORGANIZATION

1. The people of the undeveloped grasslands in Asia and Africa usually live under a tribal form of government.

   . Almost all nomadic peoples everywhere live in tribal groups.

   . Tribes are governed by chiefs who exercise more or less absolute control over their people.

   . In many of the tribes, the chief is assisted by a council of elders who advise him.

   Discussion Questions

   . Why do people in undeveloped lands usually live in tribal groups?

   . Why don't such people develop representative, democratic forms of government?

   . Is a "council of elders" a democratic type of institution?

2. The people of the grassland communities of the U. S. have governments much like our own community.

   . The chief executive of the community is a mayor who is elected.

   . The mayor is charged with administrating the police, fire, and public works activities of the village or city.

   . The laws and regulations which govern the life of the city or village are made by the city council (or similar groups), the members of which are elected by popular vote.

3. The people of the grassland communities of the U. S. S. R. are governed by leaders appointed by Moscow.

   . The people have little voice in the government of their communities.

   . They do not elect their local officials in the true sense of the term.

   . When they are asked to vote, only one name appears on the ballot.

   Discussion Questions

   . Why are elections undemocratic in the U. S. S. R.?

   . Do the Russian people have decisive influence in the government affairs?

BUILDING PATRIOTIC CITIZENSHIP

1. Good citizens respect the rights of others.

    . Rights and responsibilities go hand and hand in a democracy.

    . While we wish to enjoy our own rights, this involves allowing others to enjoy theirs.

    . Such things as rules and laws are made for the common good. Observing rules and laws at home, at school, and in the community helps others to enjoy their rights as citizens.

2. Observing and celebrating holidays helps to build an appreciation of our heritage.

    . The story of George Washington explains why he is known as the "Father of Our Country," and why his birthday is celebrated.

    . Other holidays to celebrate are Columbus Day, Halloween, Veterans Day, Thanksgiving, Christmas, Hannukah, Lincoln's Birthday, Valentines Day, Easter, Arbor Day, Memorial Day, and Flag Day.

Kindergarten

Local Environment Studies

Social Organization

- The family
- The school

Economic Organization

- The family as a consuming unit
- Family jobs and responsibilities - division of labor

Political Organization

- Rules and laws to be observed for the good of all

Geography

- Introduction to the globe as a representation of the earth
- Introduction to maps through block and picture maps of classrooms
- Cardinal directions

Patriotism

- Pledge of Allegiance
- Celebrating holidays and festivals

FLOW CHART

OF THE

SOCIAL STUDIES

PROGRAM

Grade 1

Local Environment Studies

Social Organization

- Family life long ago in an agrarian economy
- Family life today on farms
- Schools long ago and today
- Villages and cities today - Families, houses, neighborhood facilities and organizations such as churches, libraries, etc.

Economic Organization

- Partially self-contained farms of long ago when most people lived on farms
- Farming today near local community-mechanized, specialized, commercial
- Division of labor in providing needed services
- Economic services provided by village, city, and suburban, and neighborhood - stores & businesses

Political Organization

- Rules and laws to be observed for common good
- Introduction to the idea of democracy - the president and his election

Geography

- The globe as a model of the earth which shows land and water masses
- Geographic features of neighborhood - Picture and block maps showing streets, houses, buildings, streams, etc.

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner
- The Story of our Flag
- Celebrating holidays and festivals

Grade 2

Community Studies

Social Organization

- Defining or limiting the community to be studied
- Social and ethnic groups in the community
- Religious groups in the community
- Other community organizations such as service clubs

Economic Organization

- Industries in the community
- The profit motive in industry
- Transportation and communication in the community
- Local business and industry as employers

Political Organization

- Type of local government which applies - county, city, village, township, etc.
- Needed services (fire, police, roads) provided by local government
- Money to pay for services - taxes

Geography

- The hemispheres into which we divide the earth
- Location of the local area on the globe
- Introduction to lines representing latitude and longitude
- School, neighborhood, and community maps
- Road maps of the local area

Patriotism

- Pledge of Allegiance
- The Star Spangled Banner
- The Study of the Flag and flag symbolism
- Celebrating holidays and festivals

Grade 3

Community Studies

Geographic Introduction

- The equator circles the center of the earth and distances north and south of this line are indicated by lines of latitude
- A relationship exists between latitude and climate
- There are low latitudes, middle latitudes, and high latitudes

Desert Communities

- Typical climatic conditions
- Economic and social organization
- Political organization

Northern Forest or Taiga Communities

- Typical climatic conditions
- Location of taiga areas
- Economic and social organization

Tropical Rainforest Communities

- Typical climatic conditions
- Location of rainforest areas
- Economic and social organization

Mountain Communities

- Climatic and geographic factors
- Location of mountain areas
- Economic and social organization

Prairie Farming Communities

- Climatic and geographic factors
- Location of major prairie lands
- Economic and social organization

Patriotism

- The Pledge of Allegiance
- The Star Spangled Banner & its story
- Rights and responsibilities in a democracy
- Flag symbolism - care and respect for flag
- Celebrating holidays and festivals

Grade 4

American People and Leaders

The People of the United States

- The U.S. was largely peopled by immigrants from other lands
- Among others, the following have made large contributions to American life African Negroes - Irish - Germans - Scandinavians, - Italians - Poles - and many others

Discoverers and Explorers

- Christopher Columbus, Henry Hudson, Robert La Salle, and/or others

Colonial and Revolutionary Leaders

- John Smith, Roger Williams, Sam Adams, Ben Franklin, and/or others

Leaders in Establishing a Nation

- James Madison, George Washington, Thomas Jefferson, Alexander Hamilton, and/or others

Leaders in the Fight for Human Rights

- Thomas Paine, Abraham Lincoln, Martin Luther King, Jacob Riis, Franklin D. Roosevelt, and/or others

Leaders in Industry & Science

- Eli Whitney, Robert Fulton, Cyrus McCormick, Thomas Edison, George Washington Carver, Henry Ford, and/or others

Leaders in the Arts

- Henry Wadsworth Longfellow, Edgar Allan Poe, Stephen Foster, Edward McDowell, W. C. Handy, and/or others

Patriotism

- The total program of this year is aimed at building patriotism
- Celebrate the usual holidays and festivals

Grade 5

Major Culture Regions
(Western Hemisphere)

Geographic Introduction

- Latitude and longitude of areas in the Western Hemisphere
- Climatic regions of Western Hemisphere
- Major topographical features of Western Hemisphere
- Special purpose maps useful in area studies such as demographic. rainfall, climate, and others

The United States

- Geographic overview including major land forms, drainage systems, climatic variance, population patterns, etc.
- Social organization, including such things as major religious groups, urban and suburban areas, and racial and ethnic groups in our population
- Economic organization, including division of labor and specialization, major industries and resources, the profit motive in our economy, and introduction to the concept of gross national product
- Political organization, including introduction to the federal system, the three branches of the federal government and their major functions
- Patriotic citizenship, with special emphasis on rights and responsibilities, the Bill of Rights, and the extension of civil rights to the total population. Celebrate the usual holidays and festivals

Canada and Latin America

- Interdisciplinary studies organized under the following headings:

  Geographic Overview
  Historical Summary
  Social Organization
  Economic Organization
  Political Organization

Grade 6

Major Culture Regions
(Middle East, Europe)

Geographic Introduction

- Latitude and longitude of the Middle East and Europe
- Climatic regions of the above areas
- Major topographical features
- Special purpose maps of the areas to be studied (see grade 5)

The Middle East

- Interdisciplinary studies organized under the following headings:

Geographic Overview - which would include major land forms, river systems, climatic conditions, population distribution, patterns of land use

Historical Summary - which would include the beginnings of civilization in the Fertile Crescent, the rise of Egyptian and Babylonian empires, their contributions to modern life, the rise and spread of Islam, the decline of Middle East power, and highlights of the modern period

Social Organization - which would include family life, urban and rural differences, the influence of Islamic beliefs and culture patterns, nomadic and settled peoples, racial and ethnic patterns

Economic Organization - which would include the prevalence of agriculture, patterns of land ownership, the importance of petroleum, the lack of industry

Political Organization - which would include the identities of the various countries, the general lack of stability, the general lack of democratic institutions, and the forms of government to be found in the area

Western Europe and Eastern Europe

- Interdisciplinary studies organized under same headings as above

Grade 7

Our Cultural Heritage

The pre-Columbian period
- -Western Hemisphere geographic review: landforms; soils; minerals; climate; vegetation
- -Indians of the New World
- -The New York Indian: Iroquois as model

New World exploration and settlement
- -Influence of geographic setting
- -European exploration and settlement: leaders and people; motives and cultures
- -Planting the 13 English colonies
- -The American Southwest

The colonial period in the Americas
- -Wide variations in length of the colonial period
- -Physical and economic changes in the environment
- -Colonial cultural patterns: family; religions; languages; social class
- -Evolving political institutions
- -Spanish, French, Dutch and English colonies compared

New York in the emerging nation
- -Modifying the habitat and moving west
- -Changes in economic life: land ownership; agricultural changes; handicraft and industrial development; trade
- -Population trends; contributions of various groups
- -Progress of democracy in the new State

New York in the age of homespun
- -Habitat: challenge and response
- -People: roles in homespun rural society; in growing urban areas
- -Culture change: education; literature; religion; humanitarian reform
- -Governmental changes: suffrage and other reforms
- -Post-frontier, pre-industrial society
- -Historic trends to the Civil War

New York in the gilded age (to about 1915)
- -Geographic changes: railroad era; farm mechanization; industrial development; end of the frontier
- -Business expansion; wealth and poverty; labor strife
- -City growth; waves of immigration; city problems, especially in New York City; Victorian homes, customs, values

New York in a megalopolis society
- -"Between the wars," the transition era
- -Changes in the landscape: influence of automobiles; urban decay; suburban sprawl; changes in rural living
- -Mass production: big business, with decentralized production units
- -Features of a new culture

Local and State government and civic responsibility
- -Structure and functions
- -Local, State and national interrelationships
- -Practical politics; civic rights and duties
- -The changing character of State and local governments

Grade 8

United States History

The new Nation (to 1800)
- -Gaining independence; principles of the Declaration
- -Making and launching the Constitution: the framers, their wisdom and experience; the democratic heritage; framework and functions of the new government
- -The Federalist era: test of the new Nation

The National-Republican period (1800-1825)
- -Acquiring and exploring new territories
- -Changes in the landscape; urban centers in a rural society
- -Presidential policies in domestic and foreign affairs
- -Economic and industrial changes
- -Foreign crises and wars
- -National trends following the War of 1812; tariff; westward migration; Era of Good Feeling

The age of Jackson (1825-1840's)
- -Political and social changes: reforms; writers; progress of democracy
- -Territorial growth: the homespun culture moving west; population trends

Division and reunion (1850's-1880)
- -Characteristic features of life in various regions
- -Civil War: leaders and significance
- -Achievements and problems of reconstruction governments; unsolved problems in North-South relations and in goals for the Negro: origins of 20th-century human rights revolution

Economic expansion (1865-1900)
- -Industrial and business expansion: a new age of invention; rise of new industries; building of great fortunes
- -Political trends: civil service and other reforms; policies toward business
- -Changes in living: small town and rural life; the western frontier; the growing cities
- -New immigrants; labor conditions

United States a world power (1900-1940)
- -Changes of the Progressive Era
- -World War I and the peace movement
- -Boom, depression, and the New Deal
- -Foreign policies and moves toward war

United States a world leader (1940-present)
- -World War II, peace and the Cold War
- -United Nation: regional blocs and alliances
- -Conflicts, including those in Korea, Cuba, Viet Nam
- -Domestic programs from Fair Deal to Great Society

The Federal Government and civic responsibility
- -Structure and functions of the Federal Government
- -Government and politics; Federal-State relations
- -Political and civic rights and duties of the individual United States citizen

Grade 9

Asian and African Culture Studies

(World Regional Studies)

World cultures today
- -Review of identifying culture patterns
- -Major world culture regions; interaction of man and his environment
- -Culture change, illustrated by review of the Islamic World as introduction to Africa and Asia

Africa south of the Sahara: land and people
- -Major regions: geographic assets, limitations and variations
- -African peoples: ethnic patterns; social organization; cultural achievements

Africa south of the Sahara: historic trends
- -Historical background: medieval civilizations and kingdoms
- -Effects of European colonial expansion; rise of African nationalism
- -The new nations: leaders, problems and progress
- -World role of the new Africa

South Asia: India and Pakistan
- -Physical features; effects of geographic diversity
- -Historical background: special influence of religion
- -British rule and struggles for independence; political structure today; involvement in world issues
- -Economic and social problems; village and urban life; adaptations to change
- -Cultural trends and achievements

China
- -Geographic diversity; interaction of man and environment
- -Development of traditional ways: family; education; religion; culture patterns
- -History: ages of power and cultural achievement; repeated alien invasions
- -Domestic and foreign pressures of 19th and 20th centuries; response to those pressures
- -China under communism: changes within the nation; China, a world problem

Japan
- -Geographic influences on life in the islands
- -Development of cultural traditions; interactions with Chinese culture
- -History: imperial and military traditions; modernization; struggle for world power status
- -Changes in life and thought since World War II

Southeast Asia
- -Physical features of continental and insular areas
- -Culture patterns; similarities and differences; influences from India and China
- -Historic survey: impact of the West; new nations; leaders; governments, ideologies
- -Life of the people: impact of "revolution of rising expectations"
- -Southeast Asian problems as world problems

Grade 10

European Culture Studies

Europe today
- -Europe in flux: population changes; economic shifts; political issues
- -Role of values in European culture

The ancient European world
- -Society's needs versus individual expression: Sparta and Athens
- -International expansion: the Roman Empire
- -The Judaeo-Christian heritage
- -Role of the city

The Middle Ages
- -The Church
- -Economic institutions
- -Role of the city

The age of transition
- -The Renaissance: intellectual and cultural characteristics; political life
- -The Reformation: leadership; far-reaching implications
- -The rise of nation-states governed by monarchy
- -The Commercial Revolution: expansion of business; development of the market economy and capitalism

Modern movements of intellectual change
- -Scientific thought in the enlightenment; present day implications of scientific and technological advance
- -Shift from classicism to romanticism, to realism in the arts and letters

Modern movements of political change
- -Evolution as political change: the development of modern British political practices
- -Revolution as political change
- -Nationalism, a key to political change: interpretations; leadership; effects upon international relationships; the role of war as a solution to national rivalries

Modern movements of economic change
- -Industrialization: effects upon technology, culture patterns, economic organization
- -Socialism in Europe: theory; the Soviet experiment; developments in Western Europe

Modern attempts to resolve fundamental problems
- -Challenge of totalitarianism: the Nazi movement
- -Attempts to guarantee peace: balance of power; international cooperation; appeasement; containment
- -Western man and his urban culture

Grade 11

American History
(American Studies)

The American people

- Immigration and reaction to immigrants; development of nativist opposition
- American culture patterns: adaptations from Europe; present diversity
- Population: growth; division into various groups
- Civil Rights: history of movement with respect to minority groups, womens' rights; Black leadership; future directions

Government and politics

- Constitutional theory and practice: reflection of western tradition and experience; provisions for political stability; adaptability to changing times
- Political leadership and decision-making: the American presidency; the Congress; judicial review
- The federal-state relationship: increasing role of federal government; growing cooperation between neighboring political units
- Citizen relationship to government: political parties; citizen involvement in various levels of government
- New York State government: the State Constitution; the Governor; the Legislature; the Courts

American economic life

- The economy: scarcity; the market economy and the basic economic questions; opportunity cost
- Mercantile capitalism: the colonial experience
- Industrial capitalism: economic effects of the American Revolution; economic implications of westward expansion
- Finance capitalism: industrial growth; demands for government regulation
- Government involvement: implications of the New Deal era; use of federal regulatory powers today
- Government finance: history of taxation in United States

American civilization in historic perspective

- Education: historic growth of public education; variety in relationship of education to democratic values
- Creativity in America: European heritage versus native adaptations; recent innovative directions in science, technology, the arts; patronage and support
- Mass media: impact of the free press upon American society
- Ideological battles in critical periods in American history; challenge of communism
- Social control: changing interpretations throughout our history; relationship to value system; balance between freedom and restraint

The United States in world affairs

- The nation-state
- The emerging nation: minimum involvement yet protection of the western hemisphere
- The expanding nation: manifest destiny; overseas empire-building
- Power and commitment: 20th century movement from neutrality to full involvement in world affairs; containment of communism; participation in world organization

Grade 12

Specialized Courses

Economics *Government*

State courses will be developed first in these two highly important areas. The courses will be built upon the foundations laid in economics and government in the K-11 sequence. Other suggested courses are:

African Studies	Latin American Studies
Anthropology	Middle Eastern Studies
Ancient History	Psychology
Asian Studies	Sociology
Great Issues	

It is strongly recommended that all pupils be encouraged to take social studies in grade 12. Twelfth grade offerings should be varied in terms of particular pupil interests and needs.

Slower students may require all or part of their 12th year to complete the regular sequence that the average and above average may complete by the end of grade 11. These slower students also profit from senior elective courses especially designed to meet their personal and vocational needs and to help them prepare to fulfill their civic responsibilities.

Abler students may be offered advanced or honors courses, perhaps in one or more of the categories listed above.

Advanced Placement American History or Advanced Placement European History may be offered to particularly able students in grades 11 and/or 12, along with honors courses in electives such as those listed. If Advanced Placement European History is scheduled, the regular 10-11 sequence (The Western Heritage and American History) may be reversed.